



**COMMON TRAINING**  
**PHASE FOUR**  
**INSTRUCTIONAL GUIDE**



**SECTION 1**

**EO M408.01 – DISCUSS COMMANDING A DIVISION ON PARADE**

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Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions*, for every three cadets, for reference during the group discussion.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A group discussion was chosen for this lesson as it allows the cadet to interact with their peers and share their knowledge and opinions about commanding a division on parade. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.

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**INTRODUCTION**

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**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall have discussed commanding a division on parade.

**IMPORTANCE**

It is important for cadets to discuss commanding a division on parade in a professional and confident manner as their performance can positively influence the cadets within the division. It is important to be aware of the key attributes required to successfully command a division while on the parade square, such as maintaining a high standard of appearance, presence and bearing.

**Teaching Point 1****Discuss commanding a division on parade.**

Time: 25 min

Method: Group Discussion

**BACKGROUND KNOWLEDGE**

The point of the group discussion is to draw the following information from the group using the tips for answering / facilitating discussion and the suggested questions provided.



Phase Four cadets will be given opportunities to fill various parade appointments (eg, Divisional Petty Officer). The term team leader has been used throughout this EO to encompass any position.

**COMMANDING A DIVISION ON PARADE**

The aim of drill is to contribute to the operational effectiveness of the Cadet Program. This aim can be achieved by ensuring cadets march and manoeuvre on the parade square as one unit and by promoting discipline, alertness, precision, pride and the cohesion necessary for success.

**Communicating Effectively**

As the team leader, there will be various occasions when effective communication will be required, such as when:

- communicating drill commands; and
- speaking to the division, in a more informal method.

When speaking to cadets in a division, clear and positive communication is necessary to aid in achieving the aim of drill. Profanity, personal sarcasm or negative comments shall never be used.

When calling drill commands, the team leader must develop and use a vocabulary of short, concise words to impress on the division that the movement must be performed smartly. When communicating or referring to drill commands and movements, words to use could include:

- sharp,
- crack,
- drive,
- seize, and
- grasp.

Sharp drill movements are dependent on the words of command being properly delivered. Words of command are to be pronounced clearly and distinctly, with confidence and determination, since they convey an order which is to be promptly obeyed.



When correcting errors, the team leader is to address the cadet in a positive tone. The most effective way to correct errors is to explain and demonstrate the correct method and then have the cadet(s) complete the movement(s) the correct way while being observed. This allows the cadet to learn from their error(s).

### **Executing Sharp Personal Drill**

Team leaders must execute all drill movements confidently, correctly and smartly. The characteristics of drill are efficiency, precision and dignity and these qualities are developed through self-discipline and practice.

Team leaders who display constant proficiency in drill are recognized throughout the Cadet Program as highly trained, well-disciplined and professional. Well executed drill develops individual pride, mental alertness, precision and esprit-de-corps. It also sets the standard for the completion of parades and builds a sense of confidence between the team leader and cadet that is essential to high morale.

### **Maintaining Dress IAW Dress Instructions**

Team leaders shall be well groomed with footwear cleaned and shone. The uniform shall be clean and properly pressed at all times.

Dress instructions help ensure a positive image and a high standard of dress are consistent among all cadets when in uniform. Showcasing a high standard of personal dress, appearance and grooming will aid in exhibiting confidence and reflect that the team leader has knowledge of the dress instructions.



Refer to CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions*, for further information on dress standards.

### **Exhibiting a Positive Attitude**

Team leaders should always exhibit a positive attitude toward the members of the division while on the parade square because a positive attitude will encourage the cadets to want to follow the example set by the team leader.

The positive attitude taught and developed on and off the parade square must be maintained by the team leader at all times.

### **Conducting Oneself in an Appropriate Manner**

As the team leaders are expected to set the example for the division, it is important to project an image of discipline and self-control.

Chewing gum, slouching, sauntering, placing hands in pockets and similar deportment that detracts from a proud and orderly appearance are unacceptable for team leaders.



The appearance, presence and bearing of the team leader must be of the highest standard since this example may be imitated by the cadets within the division.

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## GROUP DISCUSSION

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### TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

### SUGGESTED QUESTIONS:

- Q1. What attributes do you expect from a person when they are commanding a division? Why?
- Q2. As a member of a division, what were some of the positive attributes that you noticed / remember about your team leader they were on the parade square?
- Q3. What are some leadership competencies you have noticed in the past as a member of a division? What competencies should you exhibit when commanding a division on parade?
- Q4. Have you ever commanded a division on parade? If so, what did you learn from this experience(s)? What went well when you commanded a division on parade? What did not go well when you commanded a division on parade?
- Q5. Why is it important to communicate effectively to the cadets within the division when commanding a division on parade?
- Q6. Why is it important to exhibit a positive attitude when commanding a division on parade?
- Q7. As a team leader it is important to maintain a positive attitude and a high standard of dress? Why?



Write the mentioned / discussed topics on a flip chart and display them for the cadets so they can refer to them.



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

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### CONFIRMATION OF TEACHING POINT 1

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The cadets' participation in the group discussion will serve as the confirmation of this TP.

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### END OF LESSON CONFIRMATION

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The cadets' participation in the group discussion will serve as the confirmation of this lesson.

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### CONCLUSION

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#### **HOMEWORK / READING / PRACTICE**

Nil.

#### **METHOD OF EVALUATION**

Nil.

#### **CLOSING STATEMENT**

When assigned to command a division on parade it is important to conduct oneself with professionalism and confidence. A team leader who portrays a high standard of appearance, presence and bearing positively affects how cadets conduct themselves and respond to orders that are given on the parade square.

#### **INSTRUCTOR NOTES / REMARKS**

Nil.

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### REFERENCES

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A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

A1-003 CATO 35-01 D Cdts (2006). *Royal Canadian Sea Cadets Dress Instructions*. Ottawa, ON: Department of National Defence.

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**COMMON TRAINING**  
**PHASE FOUR**  
**INSTRUCTIONAL GUIDE**



**SECTION 2**

**EO M408.02 – IDENTIFY PARADE SEQUENCE**

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Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the parade sequence from A-CR-CCP-601/PF-001, *Phase One Instructional Guides*, Chapter 8, Section 13, Annex A, PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade), to distribute during TP 2 to each cadet.

Photocopy the ACR sequence from A-CR-CCP-601/PF-001, *Phase One Instructional Guides*, Chapter 8, Section 13, Annex D, PO 108 (Participate in an ACR Parade) to distribute during TP 3 as a reference for every three cadets.

Review any regional orders regarding conducting ACR parades.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for this lesson to orient the cadet to the parade sequences of a parade night and an ACR.

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**INTRODUCTION**

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**REVIEW**

The review for this lesson is from EO M408.01 (Discuss Commanding a Division on Parade).

**QUESTIONS:**

- Q1. What are some examples of communicating effectively when commanding a division on parade?
- Q2. What attributes should a cadet demonstrate when commanding a division on parade?
- Q3. What are some important aspects of your dress to follow / maintain when commanding a division on parade?

**ANTICIPATED ANSWERS:**

- A1. When speaking to cadets in a division, clear and positive communication is necessary to aid in achieving the aim of drill. When commanding a division on parade, the team leader must develop and use a vocabulary of short, concise words to impress on the division that the movement must be performed smartly.
- A2. Some of the attributes would include:
- communicating effectively;
  - executing sharp personal drill;
  - maintaining dress IAW dress instructions;
  - exhibiting a positive attitude; and
  - conducting oneself in an appropriate manner.
- A3. Team leaders shall be well groomed with footwear cleaned and shone. The uniform shall be clean and properly pressed at all times.

**OBJECTIVES**

By the end of this lesson the cadet shall have identified the parade sequence of a parade night and an ACR.

**IMPORTANCE**

It is important for cadets to know the sequence of a parade night's opening and closing parades and an ACR as they will be in placed in a team leader role and will need to know the commands, formations and locations of all members on the parade square. Cadets will be looking to their team leader for guidance during a parade night's opening and closing parades and during an ACR.

**Teaching Point 1****Discuss the roles of parades within the Cadet Program.**

Time: 5 min

Method: Interactive Lecture



This TP is intended to introduce the many parades that may be conducted within the Cadet Program.



Cadet corps may have specific traditions that they follow for some of their parades.

**ROLES OF PARADES WITHIN THE CADET PROGRAM**

The purpose of parades is to move cadets in an orderly and efficient manner using precise movements required for displays and ceremonies. Parades also showcase the cadets' knowledge of drill to spectators.

**Parade Night**

Cadet corps conduct an opening and closing parades most times when they meet for training, as it allows cadets to take attendance, practice drill and inspect uniforms. These parades also provide an excellent opportunity for announcements, presentation of awards and promotions. Opening and closing parades usually follow the ACR sequence, allowing cadets to learn the ACR sequence throughout the training year.

**ACR**

Each year, cadet corps are required to conduct an ACR parade. The ACR parade provides an opportunity for cadet corps to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.

**Remembrance Day**

Every year on November 11, Canadians gather at memorials from coast to coast to remember those who have lost their lives in war or peacekeeping missions. Cities across Canada host Remembrance Day ceremonies and are usually attended by government officials, veterans, serving military members, police, cadets and the general public. At a Remembrance Day ceremony, cadet corps may march in the parade or provide a guard(s) for the cenotaph or memorial.

**Special Ceremonial Parades**

Special ceremonial parades may be conducted throughout the cadet training year. The following is a list of special ceremonial parades that may be conducted:

- Battle of Britain,
- Battle of the Atlantic,
- Ceremony of the Flags,
- Change of Command,
- Drumhead Ceremony,
- Freedom of the City,
- Military Funeral,

- Retreat and Tattoo,
- Sunset Ceremony, and
- Trooping the Colour(s).

Drill demonstrations may be performed during special ceremonial parades. Standard drill movements must be used at all times.



Refer to A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, for further information on special ceremonial parades.

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### CONFIRMATION OF TEACHING POINT 1

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#### QUESTIONS:

- Q1. What is the purpose of parades?
- Q2. What two parades are normally conducted on a parade night?
- Q3. Identify some of the special ceremonial parades that may be conducted.

#### ANTICIPATED ANSWERS:

- A1. The purpose of parades is to move cadets in an orderly and efficient manner using precise movements required for displays and ceremonies. Parades also showcase the cadets' knowledge of drill to spectators.
- A2. Cadet corps conduct an opening and closing parades on a parade night.
- A3. The following is a list of special ceremonial parades that can be conducted:
  - Battle of Britain,
  - Battle of the Atlantic,
  - Ceremony of the Flags,
  - Change of Command,
  - Drumhead Ceremony,
  - Freedom of the City,
  - Military Funeral,
  - Retreat and Tattoo,
  - Sunset Ceremony, and
  - Trooping the Colour(s).

**Teaching Point 2****Describe the parade night sequence.**

Time: 10 min

Method: Interactive Lecture



This TP describes the opening and closing parade sequences during a parade night from the view of a team leader commanding a division on parade.

Distribute to each cadet a copy of the ACR parade sequence located at A-CR-CCP-601/PF-001, *Phase One Instructional Guides*, Chapter 8, Section 13, Annex A, PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade).

The parade night sequence that is provided in this TP is one way to conduct the parade. Cadet corps have some flexibility regarding their own routines.

**PARADE NIGHT SEQUENCE**

It is necessary to know and understand the sequence of the opening and closing parades as a team leader commanding a division on parade. Team leaders will be required to lead cadets on the parade square through a series of drill commands, formations and movements while effectively communicating.

**Opening Parade**

The sequence for the opening parade is as follows:

1. **Form up.** Through a series of drill commands, the cadets of the division will form up for the opening parade.
2. **Roll call.** Attendance is taken by the team leader to determine if cadets are present, excused or absent.
3. **Inspection.** The inspection can be conducted by the team leader, the Coxswain or an officer. In most cases, the team leader conducts the initial inspection of the division, before the Coxswain or an officer conducts the main corps inspection.
4. **March past.** This allows the corps to practice marching for the ACR or any other upcoming parades. As some cadet corps may not have the required space, a march past may not be possible or is not always required.
5. **Announcements.** This is a good opportunity for any announcements, awards, presentations and / or promotions to be given.



Cadet corps may present awards or promotions at the opening parade or the closing parade.

6. **Dismissal.** The dismissal signifies the end of the opening parade and the beginning of the training session(s).

**Closing Parade**

The sequence for the closing parade is as follows:

1. **Form up.** Through a series of drill commands, the cadets of the division will form up for the closing parade.
2. **Announcements.** This is a good opportunity for any announcements, awards, presentations and / or promotions to be given.

3. **Advance in review order.** This allows the corps to practice the advance in review order for the ACR and any other upcoming parades. As some cadet corps may not have the required space, an advance in review order may not be possible or is not always required.



Final compliments to royalty, senior officials and higher military commanders shall be paid after completing the advance in review order.

4. **Dismissal.** The dismissal signifies the end of the closing parade and the end of the training session.



Refer to PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade) Annex A, for further information.

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## CONFIRMATION OF TEACHING POINT 2

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### QUESTIONS:

- Q1. How do team leaders lead cadets on parade?  
Q2. What is the sequence for the opening parade?  
Q3. What is the sequence for the closing parade?

### ANTICIPATED ANSWERS:

- A1. Team leaders lead cadets on parade through a series of drill commands, formations and movements while effectively communicating.
- A2. The sequence for the opening parade is as follows:
- form up;
  - roll call;
  - inspection;
  - march past;
  - announcements; and
  - dismissal.
- A3. The sequence for the closing parade is as follows:
- form up;
  - announcements;
  - advance in review order; and
  - dismissal.

**Teaching Point 3****Describe the ACR sequence.**

Time: 10 min

Method: Interactive Lecture



This TP is intended to highlight the ACR sequence from the view of a team leader commanding a division on parade.

Distribute a copy of the ACR parade sequence located at A-CR-CCP-601/PF-001, *Phase One Instructional Guides*, Chapter 8, Section 13, Annex D, PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade) to every three cadets. This handout outlines the entire format for an ACR parade sequence.

The ACR format that is provided in this TP is one way to conduct the parade. Cadet corps have some flexibility regarding their own routines.

**ACR SEQUENCE**

The ACR parade provides an opportunity for cadet corps to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.

Each year, cadet corps are required to conduct an ACR parade. The main sections of the parade sequence for the ACR are as follows:

- form up;
- reception of the reviewing officer (RO);
- inspection by the RO;
- march past;
- awards and presentations;
- advance in review order;
- departure of the RO; and
- dismissal.



Upon completion of the awards and presentations many corps march off the parade square and then conduct demonstrations or displays. The reviewing officer's address normally takes place once the formation has reformed on the parade square after the awards and presentations portion.

**CONFIRMATION OF TEACHING POINT 3****QUESTIONS:**

- Q1. How often are cadet corps required to conduct an ACR parade?
- Q2. What is the purpose of an ACR parade?
- Q3. What is the sequence of the ACR parade?

**ANTICIPATED ANSWERS:**

- A1. Each year cadet corps are required to conduct an ACR parade.
- A2. The ACR parade is an opportunity for cadets to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.
- A3. The parade sequence for the ACR is as follows:
- form up;
  - reception of the reviewing officer (RO);
  - inspection by the RO;
  - march past;
  - awards and presentations;
  - advance in review order;
  - departure of the RO; and
  - dismissal.

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**END OF LESSON CONFIRMATION**

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**QUESTIONS:**

- Q1. What is the purpose of parades?
- Q2. What parade do the opening and closing parade sequences follow?
- Q3. What is the purpose of an ACR parade?

**ANTICIPATED ANSWERS:**

- A1. The purpose of parades is to move cadets in an orderly and efficient manner using precise movements required for displays and ceremonies. Parades also showcase the cadets' knowledge of drill to spectators.
- A2. Opening and closing parades usually follow the ACR sequence, allowing cadets to learn the ACR sequence throughout the training year.
- A3. The ACR parade is an opportunity for cadets to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.

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**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

When placed in a team leader role it is important to remember that cadets will be looking for guidance and knowledge on the parade square. Team leaders will be expected to guide cadets through a parade night and ACR sequence through a series of drill commands, formations and movements.

**INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

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A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2 (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

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**COMMON TRAINING  
PHASE FOUR  
INSTRUCTIONAL GUIDE**



**SECTION 3**

**EO M408.03 – COMMAND A SQUAD**

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Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy and fold in half (laminates if possible) the Parade Sequence Aide-Mémoire Card located at Attachment A for each cadet.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill of commanding a squad while providing an opportunity for the cadet to practice the skill under supervision.

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**INTRODUCTION**

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**REVIEW**

The review for this lesson is from EO M408.02 (Identify Parade Sequence).

**QUESTIONS:**

- Q1. What is the sequence for the opening parade?
- Q2. What is the sequence for the closing parade?
- Q3. What is the general sequence of the Annual Ceremonial Review (ACR) parade?

### **ANTICIPATED ANSWERS:**

A1. The sequence for the opening parade is as follows:

- form up;
- roll call;
- inspection;
- march past;
- announcements; and
- dismissal.

A2. The sequence for the closing parade is as follows:

- form up;
- announcements;
- advance in review order; and
- dismissal.

A3. The general parade sequence for the ACR is as follows:

- form up;
- reception of the reviewing officer (RO);
- inspection by the RO;
- march past;
- awards and presentations;
- advance in review order;
- departure of the RO; and
- dismissal.

### **OBJECTIVES**

By the end of this lesson the cadet shall have commanded a squad.

### **IMPORTANCE**

It is important for cadets to command a squad on parade as they will be placed in a team leader role and will need to know the formations and locations of all members on the parade square. Cadets also need to know how to deliver words of command in a clear and concise manner, with confidence and determination, which will affect how cadets in the squad respond to orders.

**Teaching Point 1****Explain, demonstrate and have the cadets command a squad.**

Time: 25 min

Method: Demonstration and Performance



This TP is intended to demonstrate to the cadet how to command a squad. For this skill TP, it is recommended that instruction take the following format:

1. Explain and demonstrate the complete skill of commanding a squad while cadets observe, to include:
  - (a) falling in;
  - (b) greeting the RO to complete the inspection;
  - (c) leading the squad on the march past; and
  - (d) falling out.
2. Explain and demonstrate each step required to effectively command a squad while on parade.
3. Have each cadet assume the role of team leader and practice each step.
4. Have each cadet assume the role of team leader and practice the complete skill.

Divide the team into two or three groups, if required, for all cadets to command a squad.

This activity shall be conducted IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*.

Note: Assistant instructors may be required for demonstration purposes.



Position the cadets around the parade square, as required, so that they can see the movements required to command a squad.



Distribute a copy of the Parade Sequence Aide-Mémoire Card located at Attachment A to each cadet. Cadets may use the card when practicing the skill of commanding a squad.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.

The aim of division drill is to enable the division, when it takes its place in the ship's company, to carry out any sequence of drill movements that the parade commander orders.



The parade format that is provided in this lesson is one way to conduct the parade. Cadet corps have some flexibility, as they may not have the number of cadets required or cadets may have not completed the required training to assume the role of every parade position.

Refer to Annex A of PO 108 (Participate in an Annual Ceremonial Review Parade), for further information on the parade format.

## Falling In

When falling in as a divisional petty officer (DPO), follow the required commands of the parade commander.

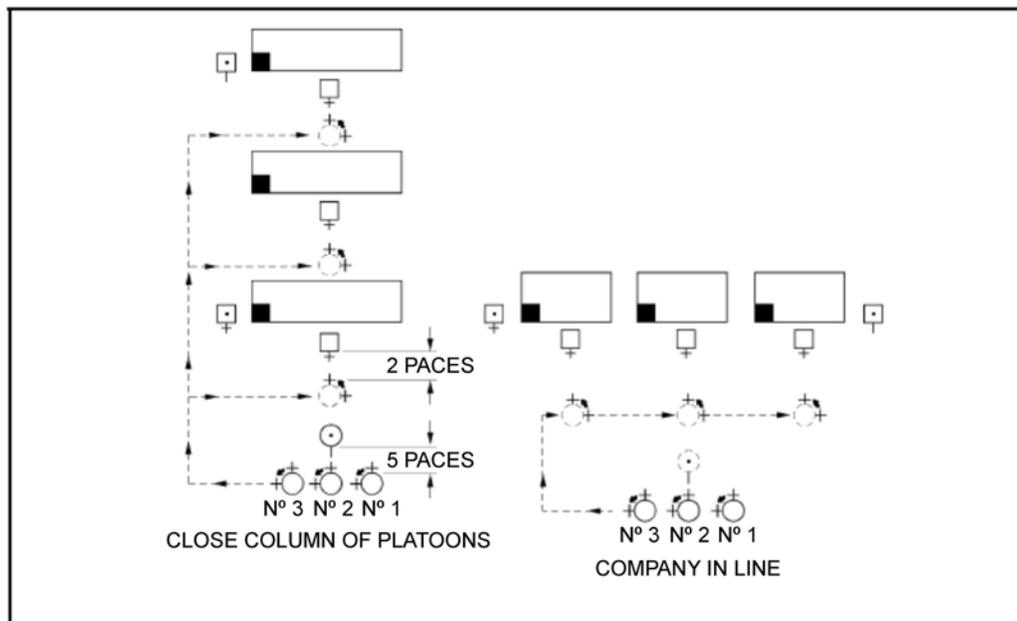


If there is no deputy parade commander, the parade commander would complete the required commands and actions.



When assuming the role of a divisional officer (DivO), the following additional steps for falling in are to be conducted:

1. The commencement of the promenade begins after the squads have fallen in. The promenade continues until the deputy parade commander or the parade commander is ready to assume command.
2. DivOs position themselves five paces in the rear of and centred on the deputy parade commander, at the front of the parade square. Dressing is automatic and DivOs are to stand at ease in succession from the right.
3. On the command OFFICERS FALL—IN, by the deputy parade commander, DivOs come to attention, turn left and march to their respective squads, approaching their squads from the right flank front (as illustrated in Figure 1).



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 7-3-16), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.*

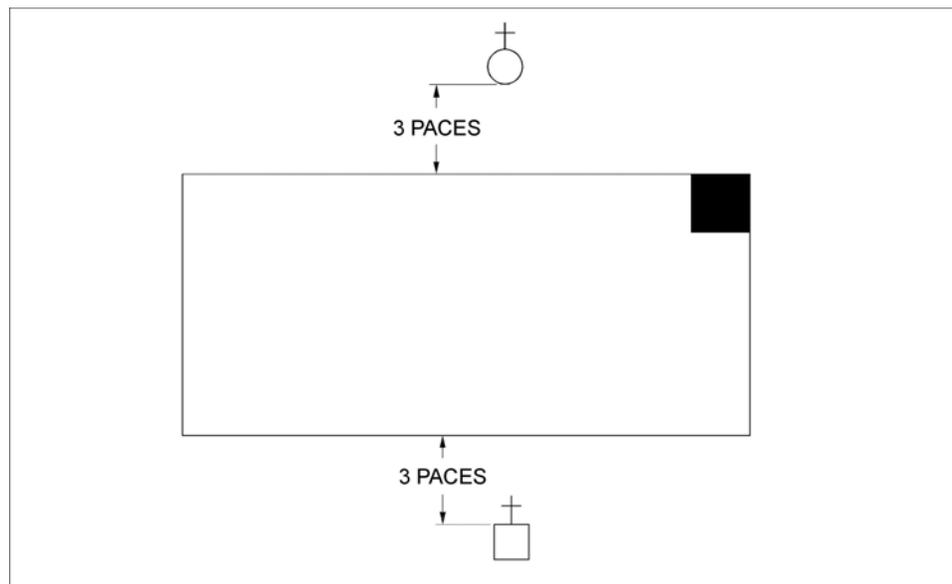
Figure 1 When Officers Fall In

DivOs halt two paces in front of the DPO, who reports the strength, condition, etc, of the squad. DivOs then march forward two paces to take their proper command position after the DPO has moved to their position behind the squad.



Figure 1 demonstrates the fall-in procedures when a DivO and a DPO are on parade. Inform the cadets that if no DivO is required to fall in, the DPO will maintain command of the division.

Regardless of frontage, when a squad is formed up in line the DivO / DPO shall be positioned three paces in front and centre of the squad.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 7-2-2), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.*

Figure 2 Squad in Line



Figure 2 demonstrates the command positions when a DivO and a DPO are on parade.

When on parade, each squad follows the same procedures to hand over command. Once the DivO / DPO are in their new position(s), the command STAND AT—EASE, is given in succession from the front (right). On the executive word of command of the last DivO / DPO ordering their squad to stand at ease, DivO / DPO turn about and stand at ease together.



Throughout the parade it is important to remember that words of command are to be pronounced clearly and distinctly, with confidence and determination, since they convey an order which is to be promptly obeyed.

Refer to A-CR-CCP-603/PF-001, *Phase Three Instructional Guides*, EO M308.02 (Deliver Words of Command), if further information is required on how to deliver proper words of command.



When paying compliments during the parade, all salutes must be acknowledged and conducted in a sharp manner.

### Greeting the RO to Complete the Inspection

Inspections are conducted one squad at a time, normally accompanied by the RO and the reviewing party. The parade commander will give the command NO. 1 SQUAD, STAND FAST, REMAINDER STAND AT—EASE before the inspection begins. The inspection commences with the squad ordered to stand fast.

As the RO approaches, the DivO / DPO turns right and marches to a position three paces in front of the marker, facing the RO. When the RO approaches, the DivO / DPO will salute (if required) and report the squad.



The following is an example opening report from the DivO / DPO to the RO, when the RO approaches the squad for the inspection.

"Good evening (morning / afternoon) sir (ma'am), Sergeant Jones reporting for number one squad, 25 cadets on parade, ready for your inspection".



If the RO is a local government official, a civilian or a non-commissioned officer (NCO), a salute is not required.

The DivO / DPO will guide the RO through the front and rear of each rank, commencing at the right flank of the front rank and proceeding in a counter-clockwise direction around each rank in turn. When the RO has completed the inspection, the DivO / DPO will position themselves behind the rear rank marker, to acknowledge the RO's completion of the squad's inspection, ask permission to carry on and salute (if required).



The following is an example response from DivO / DPO to the RO, when the RO has completed the inspection of the squad.

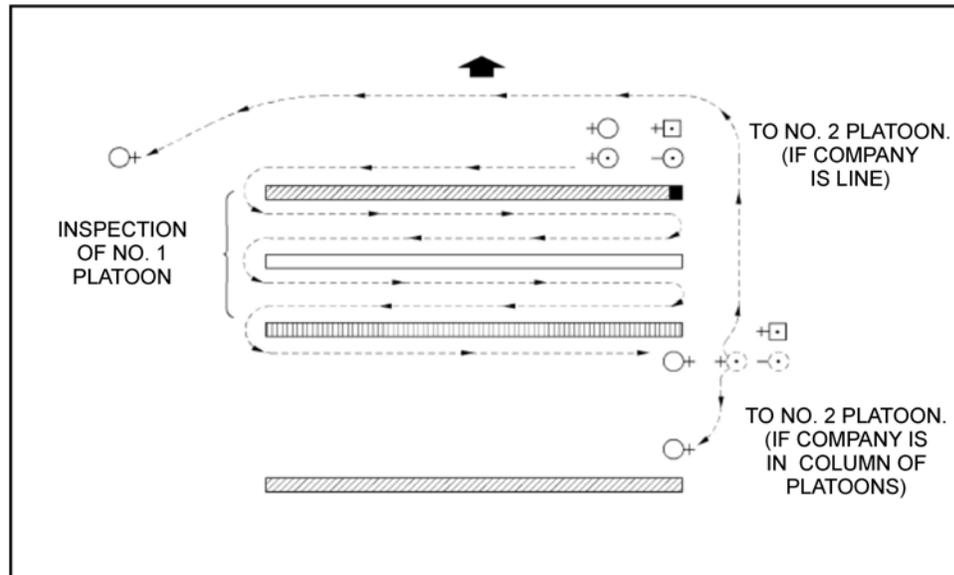
"Sir (ma'am), thank you for inspecting number one squad. Permission to carry on?"

Once the RO has begun to move to the next squad, the DivO / DPO executes a right turn and marches, using a series of wheels, back to their command position facing the squad. When in position the DivO / DPO shall give the commands CLOSE ORDER—MARCH and STAND AT—EASE. The DivO / DPO will then turn about to face the front, stand at ease, and await further orders from the parade commander.

As the inspection is being completed, the remaining DivO / DPO will observe the RO and as the RO inspects the rear rank of the preceding squad, the next DivO / DPO shall turn about to face their squad, give the command ATTEN—TION and carry out the inspection sequence for their squad.



Inspections are always carried out at the open order.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 7-3-18), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.*

Figure 3 Completing the Inspection

### Leading the Squad on the March Past

March pasts may be conducted in column of route or in column of threes, depending on time and space available, level of training and the occasion. The simplest march past is column of route in quick time.

Throughout the march past, when commanded by the parade commander, the DivO / DPO may be required to give the command EYES—RIGHT and EYES—FRONT to their respective squad.



The commands EYES—RIGHT and EYES—FRONT, will be given on the left foot.

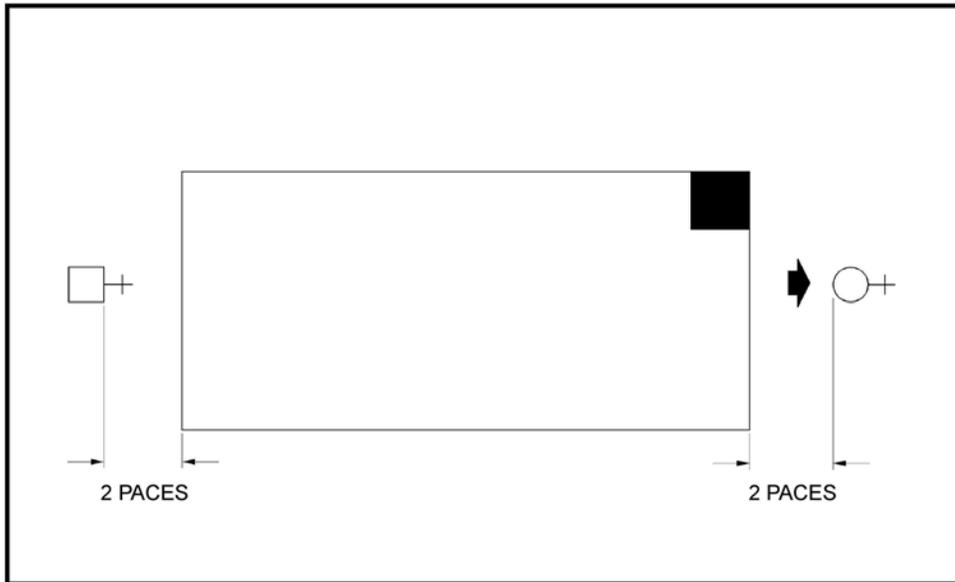


If there are turns on the march past, the DivO / DPO may be required to give the commands RIGHT—TURN (called on the left foot) and / or LEFT—TURN (called on the right foot), when directed by the parade commander.

At the end of the march past, the command HALT (called on the left foot) may also be required to be given, when directed by the parade commander.

**Column of route.** The DivO / DPO is two paces in front of the centre single file of the squad. Column of route is the formation most commonly used to move squads on the march.

When halted in this position and given the command to turn, the DivO / DPO will turn in the appropriate direction, observe the standard pause and march, using a series of wheels, to their appropriate position(s).



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 7-2-4), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.*

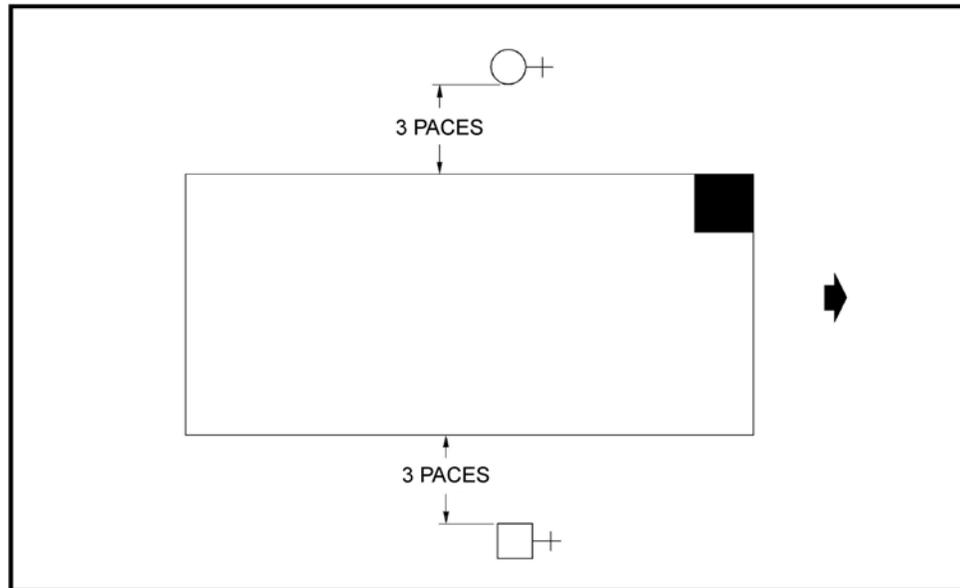
Figure 4 Squad in Column of Route



Figures 4 and 5 demonstrate the command positions when a DivO and a DPO are on parade for the march past, in column of route. If there is no DivO, the DPO will command the division.

**Column of threes.** A squad in column of threes is in the same formation as when in line, but facing a flank. Column of threes is another formation used to move a squad on the march.

When halted in this position and given the command to turn, the DivO / DPO turn in the appropriate direction and maintain their position(s).



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 7-2-3), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.*

Figure 5 Squad in Column of Threes

### Falling Out

When falling out as a DPO, follow the commands of the parade commander.



When assuming the role of a DivO, the following additional steps of falling out are to be conducted:

1. On the command OFFICERS, FALL—OUT, which is given by the parade commander when the parade is at attention, the DivO marches the most direct route and forms up in a line, five paces in front of, centred on and facing, the parade commander, at arm's length interval (without raising the arm), the deputy parade commander on the right.
2. When all DivO are present and in line, the deputy parade commander takes a half pace forward.
3. When ordered by the parade commander to DIS—MISS, the deputy parade commander will step back one half pace. All DivO will observe the standard pause and march straight forward off the parade square, along with the deputy parade commander.

---

#### CONFIRMATION OF TEACHING POINT 1

---

The cadets' commanding a squad will serve as the confirmation of this TP.

---

#### END OF LESSON CONFIRMATION

---

The cadets' commanding a squad will serve as the confirmation of this lesson.

---

## CONCLUSION

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### HOMEWORK / READING / PRACTICE

Nil.

### METHOD OF EVALUATION

This lesson is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 408 PC.

### CLOSING STATEMENT

Commanding a squad on parade with confidence and determination, will affect how cadets respond to the orders given. Delivering words of command, in a clear and concise manner allows a squad to move as a team in an organized and efficient manner.

### INSTRUCTOR NOTES / REMARKS

Where there are a large number of cadets, divide the group into two or three squads and rotate the cadets through as commanders.

---

## REFERENCES

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A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

## PARADE SEQUENCE AIDE-MÉMOIRE CARD



### PARADE SEQUENCE AIDE-MÉMOIRE CARD

#### FALLING IN

When falling in as a DPO:

Follow the required commands of the parade commander.

When falling in as a DivO:

1. Stand at ease in succession from the right, once in position.
2. On the command to fall in, come to attention, turn left and march to the division, approaching from the right flank.
3. Halt two paces in front of DPO.
4. March two paces forward (assume the proper command position) and give the command **STAND AT—EASE**.
5. On the executive word of command of the last division ordered to stand at ease, turn about and stand at ease.

#### GREETING THE RO TO COMPLETE THE INSPECTION

1. Ensure the division is at attention. Give the command **ATTEN—TION** (if required).
2. Turn right and move to a position three paces in front of the marker (check RO's position as required).
3. Salute the RO (if required) and report the division (eg, "Good evening [morning / afternoon] sir [ma'am], Sergeant Jones reporting for number one division, 25 cadets on parade, ready for your inspection").
4. Guide the RO through the ranks.
5. After the inspection, stand to attention behind the rear rank marker and salute (if required) and respond to the RO (eg, "Sir [ma'am], thank you for inspecting number one division. Permission to carry on?").
6. Execute a turn and march back to the front of the division.
7. Give commands **CLOSE ORDER—MARCH** and **STAND AT—EASE** to the division.
8. Turn about to face front, stand at ease and await further orders from the parade commander.

#### LEADING THE DIVISION ON THE MARCH PAST

- Execute all commands given by the parade commander, as per the parade sequence.
- Assume the correct command positions throughout the march past.
- Give the commands **LEFT—TURN** (as required), **EYES—RIGHT**, **EYES—FRONT**, **RIGHT—TURN** (as required) and **HALT** (as required), as directed by the parade commander.

#### FALLING OUT

When falling out as a DPO:

Follow the required commands of the parade commander.

When falling out as a DivO:

- On the command to fall out, march the most direct route and form up in position facing the parade commander.
- On the command to dismiss, observe the standard pause and march straight off parade square.

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**COMMON TRAINING**  
**PHASE FOUR**  
**INSTRUCTIONAL GUIDE**



**SECTION 4**

**EO M408.04 – INSPECT A CADET ON PARADE**

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Total Time:

60 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions* and the Dress Instructions Activity Worksheet located at Attachment A, for every three cadets.

Photocopy the Dress Instructions Checklist located at Attachment C for each cadet.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest and confirm comprehension of elemental dress instructions.

A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate the skill of inspecting a cadet on parade while providing an opportunity for the cadet to practice the skill under supervision.

---

**INTRODUCTION**

---

**REVIEW**

The review for this lesson is from EO M408.03 (Command a Squad).

### **QUESTIONS:**

- Q1. Regardless of frontage, when a squad is formed up in line, how many paces must the Div O / DPO be positioned when in front and centre of the squad?
- Q2. What is an example report when the reviewing officer (RO) approaches the squad for the inspection?
- Q3. When commanding the squad as a team leader, what is the team leader responsible for?

### **ANTICIPATED ANSWERS:**

- A1. When a squad is formed up in line the Div O / DPO shall be positioned three paces in front and centre of the squad.
- A2. "Good evening (morning / afternoon) sir (ma'am), Sergeant Jones reporting for number one squad, 25 cadets on parade, ready for your inspection".
- A3. When commanding a squad, the team leader is responsible for:
- falling in;
  - greeting the RO to complete the inspection;
  - leading the squad on the march past; and
  - falling out.

### **OBJECTIVES**

By the end of this lesson the cadet shall be expected to inspect a cadet on parade.

### **IMPORTANCE**

It is important for cadets to be able to inspect a cadet on parade as they will be placed in a team leader role and will need to know how to effectively correct errors and evaluate dress, IAW CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions*. Team leaders must maintain a high standard of appearance and bearing, as cadets will be looking to their team leader for examples, guidance and knowledge when it comes to wearing the elemental cadet uniform.

---

**Teaching Point 1**

**Conduct an activity where the cadets will, in groups of three, identify the correct way of wearing the cadet uniform.**

Time: 15 min

Method: In-Class Activity

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Refer to CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions* for background information.

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**ACTIVITY**

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**OBJECTIVE**

The objective of this activity is to have the cadets, in groups of three, identify the correct way of wearing the cadet uniform.

**RESOURCES**

- Dress Instructions Activity Worksheet located at Attachment A (one per group),
- CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions* (one per group),
- Tables (one per group),
- Chairs (one per cadet), and
- Pen / pencil (one per group).

**ACTIVITY LAYOUT**

Set up the drill hall or outdoor parade square with tables and chairs for group work, with the required resources for each group to complete their activity worksheet.

**ACTIVITY INSTRUCTIONS**

1. Divide the cadets into groups of three.
2. Distribute the Dress Instructions Activity Worksheet to each group.
3. Allow each group five minutes to answer the questions on their worksheet.
4. Circulate and assist the cadets as necessary, offering suggestions and advice. Refer to the Dress Instructions Activity Worksheet Answer Sheet, as required.
5. Distribute a copy of CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions* to each group.
6. Have the cadets, within the group, discuss and confirm their answers from their group activity worksheet.
7. Allow the groups five minutes to check their answers on their worksheet.
8. Review the answers with the class.

**SAFETY**

Nil.

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## CONFIRMATION OF TEACHING POINT 1

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The cadets' participation in the activity will serve as the confirmation of this TP.

---

### Teaching Point 2

**Explain, demonstrate and have the cadets perform an individual inspection.**

Time: 35 min

Method: Demonstration and Performance

---



This TP is intended to demonstrate how to perform an individual inspection and to aid the cadets' comprehension of the inspection process as a team leader. For this skill TP, it is recommended that instruction take the following format:

1. Explain and demonstrate the complete skill of performing an individual inspection while cadets observe, to include:
  - (a) inspecting the front of the cadet from head to toe;
  - (b) inspecting the back of the cadet from head to toe; and
  - (c) correcting errors verbally, as required.
2. Explain and demonstrate each step required to effectively perform an individual inspection.
3. Have each cadet assume the role of team leader and practice each step.
4. Have each cadet assume the role of team leader and practice the complete skill.

Divide the team into two equal groups, if required, for all cadets to assume the role of a team leader inspecting a squad.

Note: Assistant instructors may be employed for demonstration purposes.



This activity will be conducted IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*.

Distribute a copy of the Dress Instruction Checklist located at Attachment B to each cadet, as a reference when assuming the role of team leader inspecting a squad.



In this TP, the role of DivO / DPO is referred to as the team leader.

Inspections shall be carried out at the open order. Ranks shall be dressed after the open order, before the inspection and after the close order. The individual performing the inspection will inspect the front and rear of the rank, commencing at the front rank marker and proceeding in a counter-clockwise direction around each rank in turn.

Ranks that are being inspected are in the position of attention and ranks within the same division that are not being inspected, may be ordered to stand at ease. Similarly, during the inspection of one or more squads, the squads that are not being inspected may be ordered to stand at ease. During an inspection, an individual

ordered to adjust clothing or equipment shall do so immediately, maintaining their current position within the ranks. After the adjustment is finished, the position of attention will be resumed.

### **INSPECTING THE FRONT OF A CADET FROM HEAD TO TOE**

Inspecting the front of the cadet shall commence at the head and work down to the feet to determine that the cadet:

- is properly equipped for the parade, with clothing and equipment clean and in good repair;
- is properly dressed, with all clothing, badges, ribbons, etc, worn correctly; and
- has a high standard of personal hygiene and grooming.

### **INSPECTING THE BACK OF A CADET FROM HEAD TO TOE**

Inspecting the back of the cadet is done in the same manner as inspecting the front; commence at the head and work down to the feet. The individual performing the inspection is also checking that the cadet is properly dressed and equipped with a high standard of personal hygiene.

### **CORRECTING ERRORS VERBALLY**

Speak to cadets clearly and positively to ensure maximum learning and understanding of the dress instructions.

When correcting errors, the team leader(s) is to address the cadet in a positive tone. Explain and demonstrate the correct method and have the cadet complete the correction (providing it is a minor correction / adjustment that can be done while the cadet is in ranks). This method will allow the cadet to learn from their error(s).



When correcting errors, never touch the cadet. Either ask permission to touch the cadet's uniform or demonstrate how to correct the error using one's own uniform.

---

### **CONFIRMATION OF TEACHING POINT 2**

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The cadets' performance of an individual inspection will serve as the confirmation of this TP.

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### **END OF LESSON CONFIRMATION**

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The cadets' performance of an individual inspection will serve as the confirmation of this lesson.

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### **CONCLUSION**

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### **HOMEWORK / READING / PRACTICE**

Nil.

### **METHOD OF EVALUATION**

Nil.

### **CLOSING STATEMENT**

When placed in a team leader role, it is important to remember that cadets will be looking for examples, guidance and knowledge regarding the elemental cadet dress instructions. Team leaders who portray a high standard of appearance and bearing are able to effectively evaluate dress and correct errors in a positive manner.

**INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

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A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

A1-003 CATO 35-01 D Cdts (2006). *Royal Canadian Sea Cadet Dress Instructions*. Ottawa, ON: Department of National Defence.

### DRESS INSTRUCTIONS ACTIVITY WORKSHEET

**Instructions:** Circle TRUE or FALSE for each question. After all questions have been answered, read through CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions*, to confirm the answers.

|     |   |
|-----|---|
| 1.  | <b>There are three occasions when cadets are permitted to wear their uniforms.</b><br>TRUE or FALSE   |
| 2.  | <b>Cadet medals are worn on the right side of the dress uniform jacket.</b><br>TRUE or FALSE  |
| 3.  | <b>Cadets are not authorized to wear makeup while in uniform.</b><br>TRUE or FALSE  |
| 4.  | <b>An undershirt is allowed to be worn under the uniform, providing it is not visible.</b><br>TRUE or FALSE                                   |
| 5.  | <b>The Supply Officer is to ensure that the cadets are dressed in accordance with the CATOs.</b><br>TRUE or FALSE                             |
| 6.  | <b>The Remembrance Day poppy is to be placed / pinned and centred on the top left pocket flap of the cadet dress jacket.</b><br>TRUE or FALSE |
| 7.  | <b>Civilian backpacks must never be carried or worn while in uniform.</b><br>TRUE or FALSE  |
| 8.  | <b>Modifications are not permitted on the parade boots.</b><br>TRUE or FALSE  |
| 9.  | <b>The name tag is exactly 7 cm in length.</b><br>TRUE or FALSE   |
| 10. | <b>The rank insignia shall be worn on the right sleeve of the dress uniform jacket.</b><br>TRUE or FALSE                                      |
| 11. | <b>The belt on the dress uniform jacket shall be adjusted so that the excess of the belt is no more than 6 cm.</b><br>TRUE or FALSE           |
| 12. | <b>The length of the trousers should extend to the 3rd eyelet of the parade boot.</b><br>TRUE or FALSE  |

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**DRESS INSTRUCTIONS CHECKLIST**

**CADET'S NAME** \_\_\_\_\_ **DIVISION** \_\_\_\_\_

| <b>Uniform Items / Accessories</b>              | <b>Check (√) if Item is Clean / Pressed / Polished</b> | <b>Additional Comments</b> |
|---|--|----------------------------|
| <b>HEADRESS</b>                                 |  |                            |
| Headdress                                       |  |                            |
| <b>CLOTHES ON THE UPPER BODY</b>                |  |                            |
| Badges (proper placement and sewn on correctly) |  |                            |
| Cadet Slip-on or Armlet                         |  |                            |
| Gun Shirt                                       |  |                            |
| Turtleneck Sweater                              |  |                            |
| Uniform Jacket and Belt                         |  |                            |
| Name Tag  |  |                            |
| <b>CLOTHES ON THE LOWER BODY</b>                |  |                            |
| Trousers and Belt                               |  |                            |
| <b>FOOTWEAR</b>                                 |  |                            |
| Parade Boots (with grey wool socks)             |  |                            |
| <b>OVERALL PERSONAL APPEARANCE</b>              |  |                            |
| Hair (includes facial hair)                     |  |                            |
| Makeup, Jewellery, Sunglasses, etc              |  |                            |
| <b>PHYSICAL FITNESS GEAR (as required)</b>      |  |                            |
| Grey Sports T-Shirt and Shorts                  |  |                            |
| Running Shoes                                   |  |                            |

Note. Additional comments may be recorded on the back of the checklist.

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**COMMON TRAINING**  
**PHASE FOUR**  
**INSTRUCTIONAL GUIDE**



**SECTION 5**

**EO C408.01 – DISCUSS THE HISTORY OF DRILL**

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Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the Summary of Significant Drill Events handout located at Attachment A for each cadet.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for this lesson to orient the cadets to the history of drill and generate interest.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall have discussed the history of drill.

**IMPORTANCE**

It is important for cadets to discuss the history of drill as it represents a part of military history. Being able to understand the purpose and evolution of drill will help cadets understand why drill movements are performed by the military today.

**Teaching Point 1****Discuss the origins of drill.**

Time: 10 min

Method: Interactive Lecture



This TP is intended to introduce the origin of drill throughout ancient history and how vital drill used was on the battlefield.

Distribute the Summary of Significant Drill Events located at Attachment A to each cadet.

In ancient history, the most powerful, efficient and developed empires developed ways of moving soldiers from one place to another on the battlefield, without individuals getting confused and mixed up with other units. Empires realized that well-drilled soldiers were more efficient in battle.



The earliest known drill movement, during the rise of kingship in Mesopotamia, about 3000 BC, was close-order drill, defined as shoulder to shoulder marching.

At one time, drill and tactics were the same, as drill was needed on the battlefield. Battle drill has existed since ancient times. Separate drill for infantry, armoured, cavalry and others were replaced by all arms drill early in the 20<sup>th</sup> century, as the changing conditions of war gradually separated tactics from barrack routine.



**Infantry.** Infantry drill was practiced regularly around 1000 BC and was necessary to ensure that each soldier's movements matched those of the rest.

**Armoured.** Soldiers, known as armoured spearmen, fought in close-order drill and marched in step to maintain an unbroken shield wall against the enemy. Regular practice was needed to keep the ranks together during battle.

**Cavalry.** In 875 BC, about a century after the infantry and armoured were developed, a new battlefield tactic (the bow and arrow) was introduced and a new style of warfare drill developed, which resulted in the establishment of the cavalry. The cavalry could attack from a distance, with the use of horses. They learned to do drill on the horses, control the horses and aim and shoot their bow and arrow.

Imitation of battle taught the proper use of weapons and strengthened endurance on the battlefield. Armies found that by teaching the soldiers drill and battle procedures, their chances of victory significantly improved.

Drill is still used routinely to move soldiers in an orderly and efficient manner. It also forms the basis of the precise manoeuvres used in military displays and ceremonies.

**ROMANS**

Around 2400 BC, Romans realized the way to learn the required skills when deploying for battle was by training Roman soldiers to execute drill in formation. At the beginning of training, recruits were taught the military pace by marching quickly, in time and in formation, up to 32 km (20 miles) a day. Three times a month, garrison soldiers marched 16.1 km (10 miles), built a fortified camp and returned to base, all in the same day. Individual skills with weapons were also developed with daily practice.

Romans spent most of their time practicing ceremonial guard duty and drill, in order to become well-drilled soldiers. The emotional significance of daily and prolonged close-order drill created a lively esprit de corps among the poverty-stricken peasant recruits and the urban outcasts.

The Romans are presumed to have used cadence while marching for tactical formations. Romans regarded military music quite seriously, as they had several warlike instruments. Each soldier had a trumpet, a horn, or both. These were employed for signals, or what is now referred to as “calls”. Instruments were used for marching music and to direct the movement of soldiers.



As Roman soldiers clashed with other armies, they would learn and employ the same sort of successful drill that the other armies had developed.

### Greeks and Spartans

Greek citizens did not willingly accept the rigors of military drill, but the emotional effects of keeping together did not disappear when citizen soldiers ceased to dominate military affairs. Drill became more elaborate in the fourth century BC, as those who participated in drill were professional soldiers whose loyalties were to their commanders.

Spartans engaged in drill and marching exercises on a regular basis and learned how to advance evenly into battle by keeping in step to the sound of music, all without breaking their order or ranks. Spartans also learned how to execute flanking movements and open and close order march, allowing their armies to alter the length of their front.



A Spartan is a citizen of Sparta (city in the South Peloponnese) in ancient Greece.



Spartans developed rigorous styles of military training as they required youth to live apart from family, according to their age class in order to participate in physical exercises and military drill.

### CHINESE

Chinese armies used drummers to beat the drums while soldiers were marching. The drummers would beat the drums once to signify the left foot moving forward and then beat it again to signify the right foot moving forward.

When drill and combat methods were taught, they were taught to 100 men at a time. After instruction to 100 men was complete, they were united with other companies which were comprised of 1 000 men. When the instruction to the 1 000 men was complete, they were combined with other regiments.

Large infantry armies were taught to handle their weapons in unison and maintain formation by keeping in step on the battlefield, all by responding to signals. Most of China's drill movements between 400 and 300 BC were derived from the Romans and the Greeks.



If a drummer missed a beat, he was executed. Those that moved by themselves or did not obey the drums or signals were also executed.

---

## CONFIRMATION OF TEACHING POINT 1

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### QUESTIONS:

- Q1. In ancient history, why did empires develop ways of moving organized soldiers from one place to another?
- Q2. At the beginning of training, how were Roman recruits taught military pace?
- Q3. Why did Chinese armies use drums?

### ANTICIPATED ANSWERS:

- A1. In ancient history, the most powerful, efficient and developed empires developed ways of moving soldiers from one place to another on the battlefield, without individuals getting confused and mixed up with other units.
- A2. At the beginning of training, Roman recruits were taught military pace by marching quickly, in time and in formation, up to 32 km (20 miles) a day.
- A3. Chinese armies used drummers to beat the drums when soldiers were marching. The drummers would beat the drum once to signify the left foot moving forward and then beat it again to signify the right foot moving forward.

---

### Teaching Point 2

### Discuss the evolution of drill movements.

Time: 15 min

Method: Interactive Lecture

---



This TP is intended to describe the evolution of drill and how drill movements and instruction developed throughout the years.

Infantry supremacy and precise drills were eclipsed after the fall of the Roman Empire. During the feudal era, mounted knights ruled combat. Infantry drills were resurrected in the 14<sup>th</sup> century and slowly developed and improved thereafter.

### SWISS

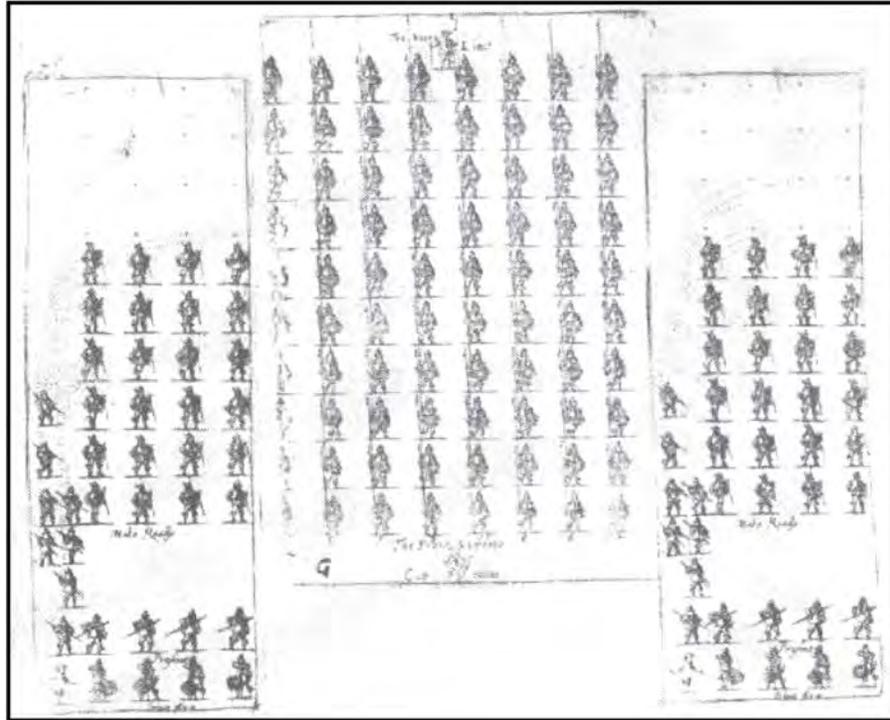
Disciplined soldiers marched in cadence to the sound of musical instruments in admirable order beneath their banners. It is believed that the Swiss, in the late 1300s, were the first modern soldiers to march to music.

### DUTCH

Words of command were starting to be used for drill shortly after it was introduced to the Dutch in the late 1500s. It became possible to get soldiers to move in unison while performing the actions needed to load, aim and fire their weapons. The soldiers practiced until the necessary motions were almost automatic. This made them less likely to be disrupted by the stress of battle, an advantage when meeting untrained soldiers.

Words of command permitted companies, platoons and squads to respond to their designated leader as different movements and commands were established for units of every size. Soldiers had to practice these movements whenever possible. It was determined that when an entire army was trained this way, control of battle became possible.

In the early 1600s, an artist was used to make engravings of each posture required for each drill movement, with the corresponding words of command below each picture. This material was then gathered and published into a book.



*Note. From Keeping Together in Time: Dance and Drill in Human History (p. 86), W. H. McNeill, 1997, Cambridge, MA: Harvard University Press. Copyright 1995 by William H. McNeill.*

Figure 1 Diagram of a Drill Movement in the 1600s



Over the next half century, the Germans, Russians, Spaniards and French translated the book, causing these drill movements to spread across Europe.

### GERMANS

In the mid 1800s, the Germans (and the Swiss) had the idea of having soldiers become instructors. This provided the opportunity to break down the drill movement(s), demonstrating for all soldiers to see and by allowing the leaders to call out the movements, "by the numbers".



In the late 1800s, the British, Japanese and Chinese followed the Germans and the Swiss by having soldiers teach drill movements.

### BRITISH

In the British Army, the balance step was a feature of the ordinary march step, experienced today as the slow march. The balance step was introduced as soldiers were required to manoeuvre shoulder to shoulder over rough and uneven ground in disciplined ranks, while giving effective volley fire. Each recruit was trained as a member of a squad until perfect in all points of duty. Each soldier was allowed to join the battalion after being fully trained. Every soldier, after returning from a long absence, had to be re-drilled before being permitted to act in the ranks of his company.

It was imperative that commanders were able to estimate the time required for soldiers to march from point A to point B on foot. With that in mind, the following marches were introduced to the British Army in 1824:

- **March (75 steps per minute, each step 30 inches [76 cm]).** The slowest step (otherwise known as slow time) at which soldiers moved. This march was most commonly used for parades or moving very large formations.
- **Quick march (108 steps per minute, each step 30 inches [76 cm]).** This ordinary pace was applied to most movements by large bodies of soldiers.
- **Wheeling step (120 steps per minute, each step 30 inches [76 cm]).** Wheeling (forming) from line into column or vice versa, ensured there was no delay in achieving the required formation to face a new enemy.
- **Double march (150 steps per minute, each step 36 inches [91 cm]).** This march was applied to the movements within the divisions within a battalion without exhausting soldiers in heavy marching order (eg, load carrying equipment). In rank movements, the double march, when safely applied, may be used in rapid formations, or for quickly moving ranks.

## CANADIAN

- **Royal Canadian Navy.** The Royal Canadian Navy used army drill and ceremonial procedures when on solid ground, by parading as platoons, companies and battalions. While on a ship, the navy conducted ship board drill. The navy still uses the same drill movements while on solid ground; however, they parade by divisions.
- **Canadian Army.** With few exceptions, Canada's Armed Forces used British drill manuals (sometimes with just a Canadian cover and covering page) up until the end of World War II (WW II). It was only with the introduction of a new family of small arms weapons (1989 Draft Drill Manual), and similar developments in other Commonwealth countries, that some of the old drill movements diverged. There were still many similarities in drill, allowing Canadian regiments to execute drill alongside British Army personnel.

One strong influence on the Canadian Forces is the evolution to independent statehood within the British Commonwealth of Nations. This can be seen in customs and routine, uniforms and drill, organization and many other matters (eg, trooping the colours, gun salutes).

- **Royal Canadian Air Force.** Technical requirements of the Royal Canadian Air Force in 1941 called for speeding up the process of drill instruction and, at the same time, reducing the periods of practical training. Both of these objectives were attained by properly combining classroom instruction and parade ground training. The daily program of training was arranged to allow all personnel on strength to receive one hour of classroom instruction and parade ground training per week.

In 1955, the classroom explanation was absent from the *Manual of Drill for the Royal Canadian Air Force*. When conducting drill training, the Royal Canadian Air Force used army drill and ceremonial procedures.



Instructional and practical drill training periods for the Royal Canadian Air Force were as follows:

- classroom instruction—45 percent (demonstration and explanation by instructor);
- practical training—25 percent (on the parade ground);
- mutual instruction—15 percent; and
- voice training—15 percent.



The foot and arms drill of the Royal Canadian Navy, Canadian Army and Royal Canadian Air Force were generally similar, being derived from the same tactical practices. When the three services were unified in 1968, evolution continued by blending the drill detail back into one standard of drill.

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## CONFIRMATION OF TEACHING POINT 2

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### QUESTIONS:

- Q1. What did the Dutch create in the early 1600s?
- Q2. What were the marches introduced by the British in 1824?
- Q3. Whose drill manuals did the Canadian Armed Forces use before World War II?

### ANTICIPATED ANSWERS:

- A1. In the early 1600s, the Dutch created a book of drill. An artist was used to make engravings of each posture required of each drill movement, with the corresponding words of command below each picture. This material was then gathered and published into a book.
- A2. The following marches were introduced by the British Army in 1824:
- march,
  - quick march,
  - wheeling step, and
  - double march.
- A3. With few exceptions Canada's Armed Forces used British Manuals (sometimes just with a Canadian cover and covering page) up until the end of WW II.

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## END OF LESSON CONFIRMATION

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### QUESTIONS:

- Q1. How did the Chinese teach drill to large numbers of soldiers?
- Q2. When did the Dutch start using words of command for drill?
- Q3. Why did the British introduce the balance step?

### ANTICIPATED ANSWERS:

- A1. When drill and combat methods were taught, they were taught to 100 men at a time. After instruction to 100 men was complete, they were united with other companies which were comprised of 1 000 men. When the instruction to the 1 000 men was complete, they were combined with other regiments.
- A2. The Dutch started using words of command for drill in the late 1500s.
- A3. The British introduced the balance step because the soldiers were required to manoeuvre shoulder to shoulder over rough and uneven ground in disciplined ranks, while giving effective volley fire.

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**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Drill procedures and movements are a large component of today's military. Learning about the purpose and evolution of drill will help you understand why so many drill movements are performed within the military today.

**INSTRUCTOR NOTES / REMARKS**

Nil.

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## SUMMARY OF SIGNIFICANT DRILL EVENTS

| Date           | People                        | Event  |
|----------------|-------------------------------|--|
| 3000 BC        | Mesopotamians                 | The earliest known drill movement was close-order drill (defined as shoulder to shoulder marching).  |
| 2400 BC        | Romans                        | Realized the way to learn the required skills when deploying for battle was by training soldiers drill in formation.   |
| 1000 BC        | Greeks / Romans               | Infantry drill was practiced regularly and was very necessary to ensure that each soldier's movements matched those of the rest. Armoured soldiers, also known as spearmen, fought in close-order drill and marched in step to maintain an unbroken shield wall.   |
| 875 BC         | Greeks / Romans               | A new battlefield tactic (the bow and arrow) was introduced and a new style of warfare drill developed, which resulted in the establishment of the Calvary. The Calvary could attack from a distance, with the use of horses. They learned to do drill on the horses, control the horses and to aim and shoot their bow and arrow. |
| 400 and 300 BC | Chinese                       | Most of China's drill movements were derived from the Romans and Greeks.   |
| 1300s          | Swiss                         | Were the first modern soldiers to march to music.  |
| 1500s          | Dutch                         | The first to use words of command for drill.   |
| 1600s          | Dutch                         | An artist made engravings of each posture required for each drill movement, with the corresponding words of command below each picture. This material was gathered and published into a book.  |
| mid 1800s      | Germans (and Swiss)           | Had the idea of having soldiers become instructors. This provided the opportunity to break down the drill movement(s), demonstrating for all soldiers to see and by allowing the leaders to call out the movements, "by the numbers".  |
| late 1800s     | British, Japanese and Chinese | Followed the Germans and the Swiss by having soldiers teach drill movements.   |
| 1824           | British                       | The balance step (the slow march) was introduced as soldiers were required to manoeuvre shoulder to shoulder over rough and uneven ground in disciplined ranks, while giving effective volley fire.  |
| early 1900s    | Canadians                     | Canada's Armed Forces used British drill manuals (sometimes with just a Canadian cover and covering page).   |
| 1941           | Canadians                     | Technical requirements of the Royal Canadian Air Force called for speeding up the process of drill instruction and, at the same time, reducing the periods of practical training.  |
| 1955           | Canadians                     | The classroom explanation was absent from the <i>Manual of Drill for the Royal Canadian Air Force</i> .  |
| 1968           | Canadians                     | The foot and arms drill of the Royal Canadian Navy, Canadian Army and Royal Canadian Air Force were generally similar, being derived from the same tactical practices. When the three services were unified in 1968, drill evolution continued by blending the drill detail back into one.   |